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ABSTRACT

The study described in this paper investigated whether the race of elementary school teachers in black schools affected teachers' expectations for student achievement and perceptions of ability and effort. A factor analysis revealed four clusters of items dealing with teacher perceptions of students' achievement and motivation, and teachers' expectations for future student success in high school and college. Controlling for teachers' sex, education and years of teaching experience, average school achievement, and socioeconomic status, teacher race was found to influence only expectations for college success. Black teachers expected more of their students to enter and complete college than did white teachers. Black and white teachers did not differ, however, in their perceptions of the ability and effort of their students, nor did they have different perceptions of current student achievement. Additional evidence suggested that this teacher race difference was relatively independent of the student racial composition of the schools. The implications of teacher race as a determinant of differential expectations for the success of black students are discussed briefly in the paper. (Author/APM)

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Teacher Race and Expectations for Student Achievement

Grant No. NIE-G-80-0113

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Introductory Statement

The Center for Social Organization of Schools has two primary objectives: to develop a scientific knowledge of how schools affect their students, and to use this knowledge to develop better school practices and organization.

The Center works through four programs to achieve its objectives. The Studies in School Desegregation program applies the basic theories of social organization of schools to study the internal conditions of desegregated schools, the feasibility of alternative desegregation policies, and the interrelation of school desegregation with other equity issues such as housing and job desegregation. The School Organization program is currently concerned with authority-control structures, task structures, reward systems, and peer group processes in schools. It has produced a large-scale study of the effects of open schools, has developed Student Team Learning Instructional processes for teaching various subjects in elementary and secondary schools, and has produced a computerized system for school-wide attendance monitoring. The School Process and Career Development program is studying transitions from high school to post secondary institudions and the role of schooling in the development of career plans and the actualization of labor market outcomes. The Studies in Delinquency and School Environments program is examining the interaction of school environments, school experiences, and individual characteristics in relation to in-school and later-life delinquency.

This report, prepared by the Studies in School Desegregation program, examined the effects of race on elementary school teachers' expectations of their students' future success in high school and college.

Abstract

This study investigated whether the race of elementary school teachers in black schools affected teachers' expectations for student achievement and perceptions of ability and effort. A factor analysis revealed four clusters of items dealing with teacher perceptions of elementary school students' achievement and motivation, and teachers' expectations for future student success in high school and college. Controlling for teachers' sex, education and years of teaching experience, and average school achievement and SES, teacher race only influenced expectations for college success. Black teachers expected more of their students to enter and complete college than white teachers. Additional evidence suggested that this teacher race difference was relatively independent of the student racial composition of the schools. The implications of teacher race as a determinant of differential expectations for the success of black students were discussed.

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This paper is the product of a true collaboration. The listing of authors is alphabetical and reflects their equal contributions to the paper.

Introduction

In the last twenty years, the promise of school desegregation for reducing educational inequities has largely gone unfulfilled. Research has demonstrated that merely bringing black and white students together in school does not necessarily raise black student achievement or improve race relations (Gerard and Miller, 1975; St. John, 1975; Stephan, 1978). Consequently, recent research has focused on specific conditions within schools and classrooms that might influence student outcomes.

One potentially important influence on classroom interaction is the expectations for student success held by teachers and communicated to students. A large body of research has tested the hypothesis that teacher perceptions and expectations do, in fact, mediate student achievement outcomes (Brookover, Beady, Flood, Schweitzer and Wisenbaker, 1979; Brophy and Good, 1970; Rosenthal and Jacobson, 1968). Reviews in this area have concluded that there is evidence generally supporting the teacher expectation hypothesis (Brophy and Good, 1974; Rosenthal, 1976). In addition, specific factors such as student-teacher communication patterns (Jeter, 1975) and characteristics of students such as race and ethnicity (Gay, 1975; Fernandez, Espinosa and Dornbusch, 1975) have been shown to mediate expectation effects. More recently, Cooper (1979) concluded that teacher expectations were more likely to sustain pre-existing levels of student achievement than to radically alter student performance.

Cooper (1979) has also suggested that the identification of "Pygmalion-prone" teachers who are most likely to perpetuate pre-existing low or high student achievement levels is becoming more important as more is learned about the communication and operation of teacher expectations. Given

the extensive desegregation of teaching staffs that has occurred in the last two decades, the teacher characteristic of race may have special importance in the study of teacher expectation effects. There are now many schools in which both black and white teachers are in the racial minority. The issue that has been created is whether white teachers in predominantly black schools have lower or higher achievement expectations for their students than their black teacher colleagues. A parallel issue is whether the expectations of black teachers in predominantly white schools are higher or lower than white teachers' expectations.

The purpose of this study is to examine the expectations for future student success and perceptions of current student achievement held by black and white teachers in predominantly black and white schools. To our knowledge, race differences in individual teacher achievement expectations have not been previously studied in a large, representative sample. In addition, the effects of individual teacher sex, education and years of teaching experience are assessed, and the aggregated school characteristics of student racial composition, average student achievement and average student SES are included as control variables.

Method

Data

This study used two samples of survey data collected by Brookover et al. (1978). The first sample consisted of all fourth and fifth grade teachers in a random sample of Michigan elementary schools. There were 60 schools with a majority of white students and 7 schools with a majority of black students. The second sample was designed to augment the 7 majority black schools initially selected. Twenty-three additional schools were

randomly selected from the population of majority black elementary schools in Michigan. The two samples were combined and together included 129 black teachers and 312 white teachers, for a total of 441 teachers. Less than 2% of the teachers in either sample failed to return the questionnaire. In all schools except two, the majority racial group included over 80% of the students so student racial composition was essentially black or white.

Variables

The teacher questionnaire provided information about individual teacher's race, sex, education and years of teaching experience. There was also information available on the achievement and socioeconomic status (SES) contexts of each school, as well as the school racial composition. SES was based on students' responses to a question about their parents' occupations, which were coded according to Duncan's (1961) scale and averaged for each school. Achievement data were supplied by the Research Evaluation and Assessment Service of the Michigan State Department of Education. Mathematics and reading assessment batteries were administered to all fourth graders in the state and an average score was computed for each school. These variables were used as controls in tests of the effects of individual teacher characteristics on attitudes about academic achievement. Finally, the questionnaire included more than 60 items designed to assess teachers' perceptions of their students' current abilities and potential for future achievement. A subset of 38 items which yielded the clearest factor structure in preliminary analyses was chosen to decrease the number of attitude items relative to sample size.

Analysis

General Strategy of Analysis

The analysis was shaped by two characteristics of the data. First, for the whole sample, there were substantial positive correlations among teacher race, school racial composition, average school achievement and average school SES. Teacher race was correlated .52 with average school achievement, .41 with average school SES, and .71 with school racial composition. In addition, school achievement was correlated .63 with school SES and .79 with school racial composition. Finally, school SES was correlated .56 with school racial composition. These correlations indicated that white teachers tended to teach in white schools with higher average student achievement and SES than the black schools in which most black teachers taught. It was therefore necessary to devise a strategy for examining teacher race effects controlling for school racial composition, SES and achievement. It was also important to assess the potential mediating role of school achievement in the relationship between teacher race and perceptions of and expectations for achievement.

A second fact complicated the analysis. The majority (N = 119) of black teachers taught in black schools, and the majority of white teachers (N = 260) taught in white schools. There was a substantial minority of white teachers in black schools (N = 52), but only 8 black teachers were in white schools. It was therefore impossible to assess the effects of teacher race and school racial composition simultaneously for the whole sample.

Our response to these facts was to focus on the effects of teacher race in black schools only, and examine the expectations and perceptions

of black and white teachers in low-achieving black schools and high-achieving black schools. This strategy provided a direct test of the effects of teacher race controlling for school racial composition, but one that would only apply to black schools. In an attempt to gauge the effects of school racial composition, we also compared the expectations and perceptions of white teachers in black and white schools. This analysis would not, of course, apply to black teachers. The 8 black teachers in white schools were deleted from the analysis.

Factor Analysis of Teacher Achievement Expectations

Responses to the questionnaire items were factored using the principal factor method with iterated communalities in the diagonal. Five factors were retained based on the scree test and rotated according to the varimax procedure. The factor analysis was also performed separately for black teachers in black schools and white teachers in white schools. The first four factors were very similar for each of these subsamples. The fifth factor varied across subsamples and was not used. Factor scores based on the factor analysis for the whole sample were calculated for each teacher and were used as dependent variables in the analysis.

The rotated factor loadings are shown in the Appendix. Briefly, the first factor clearly was the most important, accounting for 54% of the variance in the five factor solution. All of the items with loadings greater than .40 on this factor concerned teacher expectations for their students' future success in entering and graduating from college. This factor was therefore called "college expectations." The second factor accounted for 16% of the variance and included items describing the academic reputation of teachers' own elementary schools and the academic abilities

of their students. This factor was called "elementary achievement." The third factor accounted for 14% of the variance and items with high loadings dealt with teachers' perceptions about student effort on schoolwork. This factor was called "elementary effort." Finally, the fourth factor accounted for 9% of the variance and consisted of items referring to teachers' expectations for their students' future success in high school. This factor was called "secondary expectations." Factor scores were computed for each teacher and summed to form factor scales. These scales were defined orthogonally and were in fact uncorrelated for the whole sample.

There was one difference in the factor analyses performed separately for black and white teachers. The factors for white teachers were nearly identical to those computed for the whole sample. The factors for black teachers were identical in content but were ordered differently. For black teachers, elementary effort was the first factor and accounted for 56% of the variance in the five factor solution. The college expectations factor was second and accounted for 19% of the variance. These results suggested that black teachers' perceptions of elementary effort were more internally consistent than white teachers' perceptions, while white teachers' expectations for the future college success of their students were more internally consistent than black teachers' expectations.

Teacher Race and Expectations in Black Schools

The means, standard deviations and intercorrelations of variables are shown in Table 1. The data for all teachers in black schools are presented above the diagonal and the data for white teachers in white schools are displayed below the diagonal. The correlations among independent variables were markedly reduced by separating black and white schools. In

black schools, teacher race did not significantly correlate with school SES. Also, teacher race had a weak, negative correlation (R = -.14) with school achievement, indicating that a slightly greater proportion of black teachers were in higher achieving black schools and a slightly greater proportion of white teachers were in lower achieving black schools.

Insert Table 1 About Here

The regressions of expectations and perceptions on teacher and school characteristics for all teachers in black schools are shown in the left part of Table 2. In all of the regressions reported in this paper, the beta weights of individual variables were only tested for significance if the R^2 for the whole set of independent variables was significantly greater than zero. These protected significance tests reduced the probability of type I errors due to unrestricted F tests, and increased our confidence in the results that emerged.

The regressions summarized in Table 2 indicated that teacher and school characteristics were clearly the most important predictors of the first factor scale concerning teachers' expectations for student success in college. Teacher race had a strong effect on college expectations. Black teachers had significantly greater expectations that their students would successfully enter and complete college than white teachers. The teacher characteristics of sex and education did not affect their expectations for student success in college, but teachers with fewer years of teaching experience had higher expectations than more senior teachers. Finally, as expected, average school achievement affected teachers' college expectations. Teachers in higher achieving black schools were more likely to expect that

their students would go to college. Average school SES did not affect expectations of student success in college.

Insert Table 2 About Here

The strength of the race effect on teacher expectations about college contrasted sharply with the lack of race effects on the other three factor scales. In particular, race did not influence teachers' perceptions of the achievement or effort of their elementary school students. Also, race did not affect teachers' expectations for student success in high school.

There were, however, consistent school achievement effects on the remaining three factor scales. Quite understandably, black and white teachers in higher achieving black elementary schools perceived higher academic achievement and effort among their students than teachers in lower achieving black schools. Also, more of the teachers in higher achieving black schools expected their students to graduate from high school.

School SES was a significant determinant of teachers' perceptions of effort among their elementary school students. Black and white teachers in black schools with lower SES attributed greater effort to their students than teachers in higher SES black schools. Finally, elementary teachers with fewer years of teaching experience had higher expectations that their students would eventually graduate from high school than their more senior colleagues.

Mediating Effects of Average School Achievement

The sample of black and white teachers in black schools was split at the median school achievement score of 46.01 to assess possible mediating effects of school achievement. Regressions of attitude scales on teacher

and school characteristics were run for each subsample and are summarized in the middle sections of Table 2.

The results indicated that the race effects on teachers' attitudes were not mediated by average school achievement because they did not change when teachers in lower and higher achieving schools were analyzed separately. As before, teacher race only influenced expectations for students' future success in college. Black teachers had significantly higher expectations for their students than white teachers in both lower and higher achieving black schools.

School achievement did mediate the importance of school SES on teacher attitudes. SES was a significant predictor of teacher attitudes in higher achieving black schools but not in lower achieving black schools. In higher achieving black schools, higher school SES was associated with greater teacher expectations of student success in college. Also, teachers in higher achieving, lower SES schools perceived greater student effort than teachers in higher achieving, higher SES schools.

School Racial Composition Effects

As discussed above, the limitations of the sample prevented a direct test of the relative influence of teacher race and school racial composition on teachers' expectations and perceptions of achievement, so we have focused on teacher race effects in black schools. However, it was possible to assess the relative effects of racial composition and teacher race indirectly. If the expectations of the white teachers in black and white schools in this sample were markedly different, then the observed race difference in teacher expectations in black schools could be a function of white teachers' minority status in black schools. If, however, the expec-

tations of white teachers in black and white schools were equivalent, then the observed difference between black and white teachers' expectations in black schools would not be due to school racial composition effects on white teachers' expectations.

The regressions of the expectations and perceptions for white teachers in black and white schools are shown the right part of Table 2. There was no racial composition effect on white teachers' expectations about the future success of their students in college. This result suggested that black teachers' higher expectations for college success relative to white teachers in black schools were not due to school racial composition effects on white teachers expectations. We cannot, of course, rule out school racial composition as a cause of black teachers' expectations. There were also no effects of school racial composition on perceptions of elementary effort or espectations for future success in high school. School racial composition did, however, influence perceptions of elementaty achievement. White teachers in black schools had higher perceptions of their students' achievement than white teachers in white schools controlling for average school achievement and SES, which were both positively related to perceptions of elementary achievement.

There were other effects on teacher expectations and perceptions of minor importance. White teachers with fewer years of experience and who taught in schools with higher SES were more optimistic about their students' future college success than more senior teachers or teachers in less affluent schools. Finally, teachers with fewer years of experience also had higher secondary expectations for their students than more experienced teachers.

Discussion

The results of this study demonstrated that black and white teachers who taught in black elementary schools had different expectations for the future success of their students in college. Controlling for teacher sex, education and years of experience, and average school achievement and SES, black teachers expected their black students to be more successful in college than white teachers. Although it was impossible to directly control the effects of school racial composition, the fact that there were no differences in the expectations for student college success of white teachers in black and white schools suggested that the race difference in expectations was not caused by school racial composition effects on white teachers. It is, of course, possible that school racial composition affected black teacher's expectations.

The race difference in expectations for college is intriguing because of the absence of race differences on other expectations and perceptions. Black and white teachers in black schools did not differ in their evaluations of elementary achievement, elementary effort or in their expectations for the future success of their students in high school. This is an important finding because it suggests that race may not be important in determining teacher perceptions of their students' present abilities and efforts in black elementary schools.

The formation of expectations for student success in high school requires elementaty school teachers to project their perceptions of students' current abilities and efforts into the future. If teachers believed that current student achievement and effort were the main determinants of future completion of high school, then teacher race would

not be likely to influence their expectations. The fact that black and white teachers in higher achieving black schools had higher expectations of their students' success in high school is consistent with this interpretation. However, there are alternative possible explanations of why teacher race was not influential. First, both black and white teachers expected a high proportion, over 85%, of their students to graduate from high school. The restricted range of these high expectations may have negated the importance of individual teacher differences. Second, teachers may have believed that nearly all students, regardless of ability or motivation, can graduate from high school as a result of social promotion.

It is when elementary teachers in black schools projected their students' academic careers to the college level that teacher race became an important determinant of their expectations for student success. There are several possible reasons why black teachers expected more of their students to enter and complete college than white teachers. The fact that white teachers' expectations did not differ for black and white students suggested that black teachers were more optimistic about black students' abilities or chances for college success--or both--than white teachers were for either black or white students. This optimism may be a result of black teachers' own successful experiences in college, a wish to provide well motivated and encouraging role models, a stronger belief that their students are capable, or a belief that affirmative action policies now make it possible for more black students to enter and graduate from college. Black teachers' optimistic expectations may

also reflect the conviction that college education is the best way to equip young blacks with the skills and training needed for entry into upper level occupations, and the hope that college education will help eliminate the socioeconomic gap that presently exists in this country.

Predominantly black schools have traditionally shown lower average levels of academic achievement than schools with predominantly white student bodies. Brookover et al. (1979) suggested that this achievement gap may, in part, be due to the fact that both black and white teachers who do not believe that minority students are capable of high achievement are less likely to assume responsibility for student achievement and maintain high achievement standards than teachers in white schools. The finding in this study that black and white teachers in black schools did not differ in their perceptions of current student achievement and effort is not inconsistent with the hypothesis that teacher expectations may still inhibit the progress of low achieving students. There is some support for this hypothesis in the find that teachers' perceptions of current student achievement and effort varied directly with average school achievement. Moreover, teachers in black schools with lower average SES attributed greater effort to their students than teachers in higher SES black schools. This result suggests that teachers may believe that these poorer students are trying as hard as they can, and simply cannot achieve at higher levels. This may help account for lower teacher expectations for these students.

Although a longitudinal study is necessary to substantiate the causal hypotheses suggested here, the present cross-sectional results suggest that while black teachers hold higher expectations for college

entrance and completion than white teachers, both groups may hold perceptions and expectations that inhibit the progress of low achieving black students, particularly those from lower socioeconomic backgrounds.

The small number of black teachers in white schools in our sample prevented the assessment of teacher race in white schools, and the race difference in teacher expectations for college success cannot be generalized to white schools. However, the results of this study accurately reflected the teacher population in majority black elementary schools in the state of Michigan, and we would expect similar results in black schools in other states with a comparable mix of demographic characteristics.

The results of this study support two conclusions. First, black and white teachers did not differ in their perceptions of the ability and effort of their elementary school students, nor did they have different expectations for the future success of their students in high school. Second, black teachers had significantly higher expectations for the future success of their students in college than white teachers. One issue raised by these results is whether differences between black and white elementary teachers in their expectations for student success in college translate into behaviors that affect actual student achievement or prevent students from achieving their potential. Another issue is whether similar race differences in expectations exist among junior high and high school teachers. A final research issue, assuming that college entrance and completion are desirable goals, is whether the race difference in teacher expectations observed in this study would affect actual success in college. These are indeed important issues for further research.

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Table 1

Means, Standard Deviations and Intercorrelations of Variables

		1	2	3	4	5	6	7	8	9	10	Mean	S.D.
1.	Teacher Race	--	.11	-.07	.14*	-.14*	.11	-.44*	.08	-.18*	.02	.30	.46
2.	Teacher Sex	--	--	.10	-.04	-.06	.04	-.11	-.07	-.07	.05	1.15[a]	.36
3.	Teacher Education	--	.16*	--	.46*	.01	.13*	-.20*	.12	-.06	.01	3.32	.95
4.	Teacher Years Experience	--	.13*	.30*	--	.03	.18*	-.34*	.13	-.06	.14*	3.18	.92
5.	School Achievement	--	-.07	.12*	.13*	--	.35*	.22*	.32*	.10	.26*	49.41	9.76
6.	School SES	--	-.09	.20*	.12*	.41*	--	.05	.10	-.20*	.08	1.88[a]	.89
7.	Factor Scale 1 College Expectations	--	-.03	.12*	-.09	.13*	.30*	--	-.18*	.06	.21*	.08	.95
8.	Factor Scale 2 Elementary Achievement	--	-.13*	.16*	.18*	.38*	.48*	.19*	--	.25*	-.10	-.35[a]	.81
9.	Factor Scale 3 Elementary Effort	--	-.04	-.07	.03	-.04	-.07	-.06	.05	--	.21*	.30[a]	.98
10.	Factor Scale 4 Secondary Expectations	--	.06	-.02	-.13*	.03	.07	-.03	-.07	.08	--	-.48[a]	1.05
	Mean	--	1.24[a]	3.36	3.23	69.98[a]	3.15[a]	-.07	.21[a]	-.20[a]	.30[a]		
	S.D.	--	.43	.86	.84	5.98	.91	.94	.88	.85	.72		

Note. Data for teachers in black schools are shown above the diagonal and data for white teachers in white schools are shown below the diagonal. Correlations were based on $N \geq 147$ for teachers in black schools and $N \geq 249$ for white teachers in white schools. Race is coded 0 for blacks, 1 for whites; sex is coded 1 for females, 2 for males; education is coded 1 through 5; other variables are continuous and coded low to high.

[a] Means for all teachers in black schools and white teachers in white schools were significantly different by t-test, $p < .05$.

* $p < .05$

Table 2

Regressions of Factor Scales on Teacher and School Characteristics

Predictors	All Teachers in Black Schools (N=145)				All Teachers in Low Achieving Black Schools (N=72)				All Teachers in High Achieving Black Schools (N=73)				White Teachers in Black and White Schools (N=294)			
	CEX	ACH	EFF	HSEX	CEX	ACH	EFF	HSEX	CEX	ACH	EFF	HSEX	CEX	ACH	EFF	HSEX
TEACHER RACE	-.40*	.15	-.08	.13	-.43*	.20	-.09	.08	-.52*	.00	-.10	.17	--	--	--	--
TEACHER SEX	-.10	-.10	-.04	.02	-.20	.08	-.02	-.09	.08	-.12	-.07	.08	-.05	-.09	-.02	.07
TEACHER EDUCATION	-.15	.12	.04	.11	-.03	.09	-.11	.14	-.27*	.17	.22	.10	.10	.03	-.09	.02
TEACHER YEARS EXPERIENCE	-.24*	.03	-.07	-.23*	-.35*	.12	-.14	-.27	-.04	.08	-.10	-.28	-.14*	.09	.03	-.13*
SCHOOL ACHIEVEMENT	.14*	.35*	.18*	.29*	--	--	--	--	--	--	--	--	.03	.31*	.04	.16
SCHOOL SES	.14	-.03	-.23*	.00	.00	-.26	-.03	.21	.36*	.19	-.31*	-.12	.29*	.40*	-.08	.04
SCHOOL RACIAL COMPOSITION	--	--	--	--	--	--	--	--	--	--	--	--	.04	-.24*	-.09	.15
R^2	.35[a]	.15[a]	.09[a]	.11[a]	.39[a]	.10	.06	.07	.38[a]	.11	.15[a]	.09	.13[a]	.30[a]	.03	.12[a]

Note. Standardized betas are shown. Variable symbols are: college expectations (CEX), elementary achievement (ACH), elementary effort (EFF), high school expectations (HSEX).

[a] The set of independent variables accounts for a significant proportion of the variance in the dependent variable.

* Protected significance test indicates a significant beta, $p < .05$

Appendix

Varimax Rotated Factor Matrix

Variable	Factor 1	Factor 2	Factor 3	Factor 4
23 What percent of the students in this school do you expect to attend college?	.79	.30	.03	.13
24 What percent of the students in your class do you expect to attend college?	.81	.22	.12	.19
25 What percent of the students in this school do you expect to complete college?	.82	.14	.01	.05
26 What percent of the students in your class do you expect to complete college?	.80	.12	.14	.15
32 What percent of the students in this school would you say want to go to college?	.57	.16	.27	.13
33 What percent of the students in your class would you say want to go to college?	.58	.13	.35	.18
38 What percent of the students in this school do you think the principal expects to attend college?	.70	.18	.09	.15
39 What percent of the students in this school do you think the principal expects to complete college?	.75	.16	.08	.10
43 Completion of college is a realistic goal which you set for what percentage of your students?	.61	.02	.26	.13
63 How many of the parents of students in this school expect their children to complete college?	.54	.35	.10	.05

Appendix (con't.)

Variable	Factor 1	Factor 2	Factor 3	Factor 4
13 In your judgment, what is the general reputation of this school among teachers outside the school?	.18	.60	.19	.11
19 On the average, what level of achievement can be expected of the students in this school?	.22	.67	-.05	.19
29 How would you rate the academic ability of the students in this school compared to other schools?	.30	.70	.04	.09
41 How do you think your principal rates the academic ability of the students in this school, compared to other schools?	.26	.63	.08	.09
60 The parents of students in this school regard this school primarily as a "baby-sitting agency":	-.08	-.48	-.18	-.13
61 The parents of students in this school are deeply concerned that their children receive a top quality education.	.16	.57	.23	.13
64 How many of the parents of students in this school don't care if their children obtain low grades?	-.09	-.44	-.10	-.16
65 How many of the parents in this school want feedback from the principal and teachers on how their children are doing in school?	.08	.48	.14	.20
52 How many students in this school try hard to improve on previous work?	.12	.24	.58	.02

Appendix (con't.)

Variable	Factor 1	Factor 2	Factor 3	Factor 4
53 How many students in your class try hard to improve on previous work?	.13	.16	.70	.08
54 How many students in this school will try hard to do better school work than their friends do?	.07	.09	.60	.06
55 How many students in your class will try hard to do better school work than their classmates?	.06	.03	.69	.09
58 How many students in this school will seek extra work so that they can get better grades?	.13	.10	.60	-.03
59 How many students in your class will seek extra work so that they can get better grades?	.17	.08	.66	.03
21 What percent of the students in this school do you expect to complete high school?	.23	.22	-.07	.69
22 What percent of the students in your class do you expect to complete high school?	.25	.17	.02	.71
30 What percent of the students in this school would you say want to complete high school?	.13	.20	.11	.69
31 What percent of the students in your class would you say want to complete high school?	.11	.10	.17	.67

Appendix (con't.)

Variable	Factor 1	Factor 2	Factor 3	Factor 4
37 What percent of the students in this school do you think the principal expects to complete high school?	.19	.17	-.05	.55
42 Completion of high school is a realistic goal which you set for what percentage of your students?	.22	.10	.15	.65
62 How many of the parents of students in this school expect their children to complete high school?	.07	.42	.04	.47
Percent of variance in five factor solution	54.3	16.6	13.7	9.0

Note. N = 422.